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IDENTIFIERS Billings, *Elementary Secondary Education Act Title I, ESEA Title I, Montana

ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Billings, Montana, Public Schools; reaction reports from teachers, administrators, and university personnel; and onsite visitations by Title I staff and university consultants. A related document is EA 003 729. (EA)

ED053494

State of Montana Office of the Superintendent of Public Instruction Dolores Colburg, Superintendent Helena 59601	ESEA TITLE I Public Law 89-10, As Amended ANNUAL EVALUATION REPORT FOR 1969-70 To State Superintendent of Public Instruction	

Directions:

1. Prepare two copies of this report for each approved project; send original to **Superintendent of Public Instruction**, Helena, 59601; retain one copy for your files.
2. Reporting dates:
   (a) July 15, 1970 for projects conducted during the 1969-70 school year only.
   (b) September 30, 1970 for projects conducted during the '69-70 school year and during the summer 1970.
   (c) September 30, 1970 for projects conducted during the summer months (1970) only.

County	District Number	Project Number
Yellowstone	2	70-56-0965-01-0032

CERTIFICATION

I certify that, to the best of my knowledge and belief, the information contained in this annual evaluation report for 1969-70 is true and complete.

Name and Title of Authorized Representative	Signature	
William A. Serrette, Assistant Superintendent	William A. Serrette	
Mailing Address (Street, City or Town, Zip Code) 101 - 10th St. West Billings, Montana 59102	Telephone Number Area Code 406- 252-6608	Date Signed 9/29/70

I. DISSEMINATION OF PROJECT INFORMATION AND DATA

Check as many of the following techniques used to disseminate information about your Title I activities to your community as apply. Enclose representative samples of news articles, newsletters or publications.

Of those techniques checked, *encircle the check mark in front of the technique used most frequently* to disseminate information.

x News releases and feature stories in newspapers.

x Presentation of information and data over the radio.

x Special radio coverage of the project.

..... Presentation of information and data over television.

..... Special television coverage of the project.

x Newsletter to staff members.

x Presentation of information and data in staff meetings.

x PTA meetings.

x Presentation of information and data in public meetings and community groups.

x Brochures or pamphlets.

x Conducted tours.

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OFFICE OF EDUCATION
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..... Open house.

..x.. Publications for professional journals (for example, MEA or NEA magazines).

..... Publications for local community distribution.

..x.. Descriptive reports sent to other schools in the State.

..x.. Descriptive reports sent to Superintendent of Public Instruction.

..x.. In-service training (workshops, seminars, etc.) conducted for Title I staff and non-Title I staff.

..... Other (specify). .....

.....

.....

II. MAJOR PROBLEM AREAS

A. If you encountered any problems in initiating and implementing the Title I project, *check* as many items below as apply.

Of those problems checked, *encircle the check mark in front of the most difficult problem encountered.*

..... Limitations imposed by Federal and State regulations and guidelines.

..... Negative reaction in the community to Federal funds.

..... Identification of pupil needs.

..... Designing of projects to meet pupil needs.

..... Inadequate planning time.

..x.. Cooperation with OEO-CAA.

..... Cooperation with private and non-public schools.

..... Completion of project applications.

..x.. Excessive paper work.

..... Inability to obtain qualified staff.

If you were unable to obtain qualified staff, indicate the number and the type(s) of personnel unobtainable.

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..... Pre-service and/or in-service training of staff.

..... Shortage of administrative staff to plan and supervise the project.

..... Lack of school facilities or space for carrying out the project.

..... Inability to secure equipment, materials and supplies in time.

..... Delay between submission and approval of project.

..... Delay of announcement of allocation amounts.

..... Delay in financial payments.

..x.. Inadequate Title I funds.

..... Fiscal accounting procedures.

..x.. Lack of appropriate evaluation devices.

..... Other (specify). .....

..... No problems encountered in initiating and implementing this Title I project.

B. List suggestions or recommendations that may alleviate any or all of the major problems checked.

It is felt that cooperation between the C.A.P. and School District No. 2, even though it has improved, could and should be on a level that would be beneficial to all persons involved, students, parents and the total community. The actions of this group, sponsored by the OEO, would lead one to question the compatibility of motives between the OEO and our democratic way of life.

It is our feeling that cooperation and assistance from the State Department of Public Instruction is much improved over previous years and their continued assistance cannot help but render benefits to students involved in Title I Programs. Totally all areas have shown a great deal of improvement.

III. COORDINATION OF TITLE I AND COMMUNITY ACTION AGENCY PROGRAMS

Yes x No..... At the time the Title I project was approved was there an approved Community Action Agency (CAA) serving your area?

A. If yes, *check* as many of the following statements as apply which best describe your relationship with the Community Action Agency (CAA).

..... This Title I project was planned in cooperation with CAA.

..... The CAA took an active part in planning the Title I project although it was unable to provide additional services after the project was approved.

..... The CAA took an active part in planning the Title I project and continued to participate actively for the duration of the project.

..... The CAA assisted in recruiting personnel and staff.

..... The CAA assisted in locating and identifying children to participate in the project.

..... The CAA assisted in securing facilities.

..... The CAA provided funds to jointly fund or supplement the services offered by the Title I project.

If the CAA provided funds, what is the estimated amount of funds provided? $.....

..... The CAA shared facilities and equipment with the applicant.

x ..... The CAA provided no assistance in planning and implementing the Title I project.

..... The CAA refused to cooperate with district officials.

..... The CAA was reluctant to cooperate, but it did complete Statement By Community Action Agency (OE-4305-2).

..... Cooperation between CAA and district consisted mostly of a paper agreement.

..... Other (specify). .....

B. List suggestions or recommendations for improving the relationship between your district and the Community Action Agency.

Refer to IIB

The CAP has been involved in next year's program through the Title I Advisory Council. It was felt that this channel would give us the opportunity to receive and offer information, not only to this group, but to many interested groups throughout the community.

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IV. INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS

A. If funds or services from other ESEA Titles or from other local, State or Federal programs or agencies were used in cooperation with the Title I funds, *check* as many of the sources of supplementary assistance to this Title I project as apply.

X ESEA Title II

..... ESEA Title III

..... ESEA Title IV

..... ESEA Title V

..... ESEA Title VI-A

..... Education Profession Development Act

X U. S. Department of Agriculture Food Program

X Head Start - OEO - Community Action Agency

X Neighborhood Youth Corps - OEO - Community Action Agency

..... NDEA Title III

..... NDEA Title V-a

X Vocational Education Act of 1963

..... George-Barden Act

..... Smith Hughes Act

..... Job Corps

X State Social and Welfare Agencies

..... Federal Social and Welfare Agencies

..... Medical Aid to Indigent Families

..... Other (specify) .....

B. For each item checked above, *describe* briefly how Title I activities were being supplemented by the program or agency.

ESEA Title II - Helped supply library books for children in Title I area schools as well as other schools.

U. S. Department of Agriculture Food Program - Reinbursed part of the cost for the lunch programs in the Senior High Schools, Junior High Schools, and in three of the lowest income attendance area elementary schools, Garfield, North Park and Taft Schools, making it possible for the School District to serve an average of 1,400 free and reduced price meals per day.

HEAD START - O.E.O. - COMMUNITY ACTION - Furnished approximately $106,000 for the operation of the Head Start Project for 120 low-income children. Title I, ESEA

(see next page)

IV. INTERRELATIONSHIP OF TITLE I WITH OTHER FEDERAL AND STATE PROGRAMS (continued)

HEAD START (continued)

supplemented this program with approximately $26,000, making it possible to have a high quality Head Start Program.

Vocational Educational Act of 1963 and 1968

Vocational education was provided for approximately 1,200 students during the regular school year for the two high schools and for around 60 disadvantaged junior high school students during the summer of 1970.

Vocational education funds helped support these programs, furnishing approximately thirty percent of the cost. This made it possible to help with some of the needs of disadvantaged children in vocational education areas, making it possible to use Title I, ESEA funds for some of their other needs.

State Social Welfare Agencies

Through the local county welfare office, many disadvantaged children were helped by the Welfare Department, in supplying nutritional need, clothing, medical and housing for needy families. Welfare worked closely wit' Title I, ESEA, so that when it was possible for them to take care of the need, Title I ESEA funds were used to take care of other needs of children.

V. COOPERATIVE PROJECTS BETWEEN DISTRICTS

Yes..x.. No..... This Title I project is a cooperative project between districts. (If *yes* complete both A and B; if *no* complete only C.)

..1.. Number of school districts, other than prime applicant, participating in this project.

A. If *yes, check* as many of the following statements as apply which best describe the reasons for planning and implementing a Title I project.

..x.. A cooperative project was planned and implemented because each district's allocation did not meet the $2,500 limitation established by Federal regulations.

..... A cooperative project was planned and implemented in order to offer services that could not have been offered by each individual school district.

..x.. Other (specify). Yellowstone Boys Ranch was assisted in receiving Title I funds for an art project.

B. *Check* as many of the following statements as apply which best describe each district official's attitude toward the cooperative project.

..x.. The district officials were satisfied with the results of the project.

..... The district officials felt the project fell short of expectations but accomplished more than each district could have accomplished without a cooperative project.

..x.. The district officials feel this project should be continued for another year.

..... Some of the district officials were not satisfied with the operation of the project or the results of the project. (Number not satisfied.....)

..... The project was a failure.

..... Other (specify). .....

C. If *no, check* as many of the following statements as apply which best describe the reasons for not planning and implementing a Title I project.

..... This district's allocation and the allocation of each of the other districts in the area was of sufficient amount to provide needed activities in each district.

..... Cooperation between districts could not be established.

..... Individual districts failed to agree on which district would become the prime applicant and designated administrative and fiscal agent for the project.

..... Individual districts failed to agree upon the needs and/or objectives of a project.

..... Other (specify). .....

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VI. NON-PUBLIC SCHOOL PARTICIPATION

Yes x No..... There are non-public schools located within the boundaries of this school district. (If a co-operative project, within the boundaries of any participating district.)

...7... Number of non-public schools located within the boundaries of this district or project area.

Check as many of the following statements as apply which best describe your success and/or problems in planning and implementing a Title I project to provide for participation of non-public school children.

x..... Cooperation with non-public school officials was established without problem.

..... There was difficulty in knowing which non-public school official or educator to contact for cooperative planning.

..... It was difficult to determine the needs of non-public school children.

..... The special educational needs of educationally deprived children enrolled in the public and non-public school(s) were very dissimilar.

..... The location of the project created problems.

..... Transportation between the non-public school(s) and the project location was a problem.

..... There were scheduling and time conflicts between public and non-public schools.

..... The parents of non-public school children were reluctant to allow their children to participate in the project activities.

..... Other (specify). .....

.....

.....

.....

VII. GENERAL EVALUATION OF THE PROJECT

Check the *one* statement that most appropriately describes the overall evaluation of the impact of this project.

..x... The project activities and services were designed to meet the educational needs of educationally deprived children, and were successful.

..... The project was successful, but the limited Title I funds available did not adequately fund the project.

..... The project had very little impact on raising the level of educational attainment of educationally deprived children participating in the program.

..... The project activities and services were not appropriate and are in need of revision.

..... The project activities and services helped all children rather than focusing on educationally deprived children.

VIII. PROJECT PARTICIPATION (NUMBER OF CHILDREN WHO PARTICIPATED IN THE PROJECT)

Report *unduplicated* count by grade of the number of public school children, non-public school children and youth not enrolled in any school who *actually participated* in the Title I project. Include under column 4 any dropout being served by this project. A dropout is defined as "A pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school."[1]

Grade Level	Public School Children	Non-Public School Children	Youth Not Enrolled In Any School	Total Participants (Cols. 2+3+4)
(1)	(2)	(3)	(4)	(5)
Pre-Kindergarten				
Head Start Kindergarten	120			120
Grade 1	30	7		37
Grade 2	45	11		56
Grade 3	45	4		49
Grade 4	(31)* 40	(2) 6		(33) 46
Grade 5	(28) 35	(3) 7		(31) 42
Grade 6	(27) 15	(2) 5		(29) 20
Grade 7	(3) 47	5		(3) 52
Grade 8	(30) 28	(6) 5		(36) 33
Ungraded (Elementary)	60	-		60
Grade 9	(31) 42	(5) 12		(32) 54
Grade 10	(4) 35	6		(4) 41
Grade 11	27	6		33
Grade 12	20	5		25
Ungraded (High School)				
TOTAL	(154) 589	(18) 79		(172) 668

[1] Pupil Accounting For Local and State School Systems, Handbook V (Washington: Department of Health, Education and Welfare, Office of Education, 1964), pp. 96-97.

*Regular school year attendance and Extended School Year attendance are referred to as separate attendance programs. Extended school year attendance figures are in parenthesis.

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IX. PROJECT STAFF DEVELOPMENT (PRE-SERVICE AND IN-SERVICE TRAINING)

Column 1—Enter the type of activity or training and/or methods used which were most effective in developing the professional skills of the project staff.

Columns 2, 3, and 4—Enter the number of staff members who received pre-service training.

Columns 5, 6, and 7—Enter the number of staff members who received in-service training.

Definitions:

Pre-service training—Training after project approval but prior to assignment in the Title I project.

In-service training—Training during the operational period of the Title I project.

Type of Activity or Training Most Effective in Developing and Utilizing the Project Staff (1)	Pre-Service Training			In-Service Training		
	Number Receiving Training			Number Receiving Training		
	Teachers (2)	Teacher Aides (3)	Others (4)	Teachers (5)	Teacher Aides (6)	Others (7)
Pre-Service Training Workshops (Behavioral Attitudes, Methods of instruction, Curriculum, etc.)	46	48	*107			
In-Service Training In specific changes in behavioral attitudes, methods of instruction, curriculum and selection of materials				46	48	*107

*Tutor volunteers

B. What was the approximate amount of *Title I funds* used for pre-service and/or in-service training? $ 1,700.00

What was the approximate amount of *local funds* used for pre-service and/or in-service training? $ 1,000.00

What was the approximate number of hours spent on pre-service training? 25

What was the approximate number of hours spent on in-service training? 100

If consultants were used for either pre-service or in-service training, check the appropriate item.

members of university staff	
members of college staff	x
representatives of equipment manufacturers	
representatives of material suppliers	x
specialists on the school staff	x
principals	x
administrators	x
members of the Office of Superintendent of Public Instruction staff	
other (specify)	

X. CHARACTERISTICS OF EDUCATIONALLY DEPRIVED CHILDREN WHICH INDICATE THEIR NEED FOR SPECIAL EDUCATIONAL ASSISTANCE UNDER TITLE I

Instructions for Page 3 of the Title I Application Form list characteristics (needs) which are most common among educationally deprived children.

On your application for Federal assistance under Title I, in Item 10, page 3, you listed one or more characteristics (needs) of children which were sufficiently severe to indicate a need for services of a Title I project.

Columns 1 and 2—Enter the code number(s) and characteristic(s) (needs) indicated on your Title I application (Item 10, page 3).

Columns 3, 4, 5, 6, and 7—Using the following code system, for each characteristic listed in Column 2, select those criteria which best describe how the characteristic (need) was determined. Select as many criteria as apply, up to and including five.

Code	Criteria
a	Standardized tests
b	Teacher-made tests
c	Anecdotal records
d	Academic records
e	Attendance records
f	Dropout information
g	Teacher observation
h	Cumulative records
i	Referral by counselor
j	Referral by teacher
k	Referral by local, State or Federal agencies
l	Home visits
m	Disciplinary records
n	Health records
o	Physical examinations
p	Record of emotional difficulties
q	Known evidence of nutritional deficiencies
r	Previous year's evaluation data
s	Other (specify) .....

Code No.	Characteristics (needs) of Children	Criteria Code for Determining Characteristics (needs)				
(1)	(2)	(3)	(4)	(5)	(6)	(7)
113	Achievement significantly below grade level in other skill area	a	b	c	d	q
112	Performance significantly below grade level in reading	a	b	d	q	h
122	Low level in verbal functioning	a	b	d	q	h
134	Expectations of school failure	a	c	d	f	q
143	Disciplinary problems	c	e	q	m	r
151	Poor Health	l	n	o	g	h
153	Emotional and social instability	j	i	p	c	h
155	Poor Motor Skill Development	a	b	i	j	e
161	Mentally Retarded	a	b	i	j	h
166	Seriously emotionally disturbed	p	j	h	i	c

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XI. MEASUREMENT OF TITLE I PROJECT INSTRUCTIONAL ACTIVITIES AND SERVICES RELATED TO PROJECT OBJECTIVES

Instructions for Page 3 of the Title I Application Form is a list of objectives, a list of approaches (activities or services) and a list of evaluations.

On your application for Federal assistance under Title I, in Item 10, page 3, you listed one or more project objectives, one or more approaches (activities and services) conducted to accomplish the stated objectives, and one or more evaluation technique(s) and method(s) used to measure behavioral changes in the participants.

In the spaces provided on this form, enter the major project objective and minor project objective(s) in rank order. If you have more than five objectives enter only the five most important. Complete Columns 1 to 9 for each objective.

Columns 1-6—Self explanatory.

Column 7—Name or describe the evaluative instrument(s), technique(s), method(s), or procedure(s) used to measure progress toward the attainment of the stated objective.

Column 8—Enter the code number listed below indicating the time during the course of the project that the measurement indicated in Column 7 was used to establish base line data or to measure the attainment of the stated objective.

Code	Time	Code	Time
1	*Before* the project became operational.	4	*Intermittent.*
2	At the *beginning* of the project.	5	At the *end* of the project.
3	During the *midpoint* of the project.		

Column 9—Enter the code number listed below which most appropriately describes the degree of success achieved by the activity or service identified in Column 2 in meeting the stated objective.

Code	Degree of Success	Code	Degree of Success
1	*Substantial* progress achieved.	3	*Very little* progress achieved.
2	*Some* progress achieved.	4	*No* progress achieved.

Code	Instructional Activities or Services Conducted to Accomplish the Stated Objectives	Grade or Grade Span	Number of Children in the Activity			Evaluative Instruments, Techniques or Methods Used to Measure Progress Toward Attainment of the Stated Objectives	Time During Course of Project Measurement (Col. 7) Was Used	Degree of Success
			Public	Non-Public	Youth Not Enrolled			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Major Objective								
211	To improve performance on standardized achievement tests	1-12	743	97	-	Standardized Tests of Achievement	2 & 5	2
Minor Objective								
231	To improve the children's self-image	1-12	743	97	-	Teacher Observation Drop-out Information	3	2
Minor Objective								
232	To change positively attitudes toward school and education	1-12	743	97	-	Standardized tests of Achievement, Dropout information, Teacher observation	2,3, 4 & 5	1
Minor Objective								
212	To improve classroom performance in reading	1-12	743	97	-	Standardized Tests of Achievement, Teacher Observation	1, 2, 3, 4 & 5	1
Minor Objective								
233	To RAISE OCCUPATIONAL and/or educational aspirational levels	1-12	743	97	-	Teacher Observation Dropout information	2, 3, 4, & 5	2

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XII. STANDARDIZED TEST RESULTS—ACHIEVEMENT BATTERIES AND READING TESTS

Use this table for reporting Title I project participant's pre-test and post-test percentile scores for achievement batteries or reading tests.

Column 1—Assign a number to each Title I project participant who took *both* the pre-test and post-test. Enter the participant's number in this column. Be sure to include *only* those Title I project participants who continued through the project and took both the pre- and post-tests.

Column 2—Enter the grade of the Title I project participant reported in Column 1.

Column 3—Enter the Title I project participant's pre-test percentile score.

Column 4—Enter the Title I project participant's post-test percentile score.

Column 5—Enter the difference between the Title I project participant's post-test percentile score and pre-test percentile score. Indicate positive (+) or negative (—).

Name and **Form Number** of Pre-test	Date (Month, day and year) Pre-test was Administered
Metropolitan Achievement Test - Reading Form B	June 25, 1970
Name and **Form Number** of Post-test	Date (Month, day and year) Post-test was Administered
Metropolitan Achievement Test - Reading Form A	July 30, 1970

Title I Participants	Grade	Percentile Scores (3) Pre-test WK	(3) Pre-test READ	(4) Post-test WK	(4) Post-test READ	Difference (4) − (3) Indicate + or − WK	Difference (4) − (3) Indicate + or − READ
(1)	(2)	(3)		(4)		(5)	
79	6	30	15	45	25	+15	+10
81	6	45	65	65	50	+20	-15
83	6	40	40	65	50	+10	+10
72	6	50	40	60	50	+10	+10
75	6	50	70	75	95	+25	+25
45	6	50	50	60	30	+10	-20
37	6	25	35	25	50	-	+15
36	6	15	25	15	25	-	-
35	6	45	25	98	20	+43	- 5
25	6	85	95	95	80	+10	-15
24	6	45	98	80	70	+35	-28
21	6	75	80	95	90	+20	+10
20	6	50	55	65	60	+15	+ 5
19	6	45	10	60	25	+15	+15
17	6	60	75	65	85	+ 5	+10
12	6	35	50	40	30	+ 5	-20
10	6	30	65	30	45	--	-20
6	6	70	85	70	70	--	-15
61	6	35	55	60	65	+25	+10
55	6	65	85	85	65	+20	-20
53	6	75	95	95	80	+20	-15
49	6	95	75	98	85	+ 3	+10
77	5	75	70	90	55	+15	-15
84	5	48	65	90	80	+42	+15
86	5	60	70	80	60	+20	-10
73	5	65	80	85	80	+2	-
74	5	10	10	55	25	+45	+15
68	5	60	55	60	65	--	+10
64	5	20	20	35	20	+15	--
41	5	30	70	30	15	--	-55
34	5	35	40	30	25	- 5	+15
32	5	2	0	2	5	--	+ 5

Continue in next columns

Title I Participants	Grade	Percentile Scores (3) Pre-test WK Read	(4) Post-test WK Read	Difference (4) − (3) Indicate + or −
(1)	(2)	(3)	(4)	(5)
31	5	2 35	40 20	+38 -15
30	5	15 0	5 5	-10 + 5
29	5	85 95	80 40	- 5 -45
27	5	55 95	60 65	+ 5 -30
26	5	80 95	95 80	+15 -15
15	5	50 15	70 25	+20 +10
14	5	5 25	10 10	+ 5 -15
11	5	40 70	65 30	+25 -40
9	5	65 80	85 90	+20 +10
8	5	65 85	90 50	+25 -35
7	5	85 90	90 65	+15 -25
5	5	60 55	60 55	-- --
4	5	65 85	85 90	+20 + 5
2	5	65 75	75 35	+10 -40
1	5	90 90	95 45	+ 5 -45
59	5	35 35	50 15	+15 -20
58	5	75 20	75 60	-- +40
51	5	75 80	80 65	+ 5 -15
85	4	65 30	85 40	+20 +10
76	4	10 10	10 5	-- - 5
69	4	15 30	40 30	+25 --
70	4	30 25	20 25	-10 --
67	4	20 20	10 20	-10 --
63	4	0 10	2 2	+2 - 8
65	4	5 15	10 5	+5 -10
62	4	10 30	15 30	+ 5 --
43	4	55 90	45 45	-10 -45
42	4	75 75	90 80	+15 + 5
28	4	10 5	20 5	+10 --
23	4	45 20	30 30	-25 +10
22	4	15 20	45 10	+30 -10
16	4	30 15	25 25	- 5 +10

Continue in next columns

Title I Participants	Grade	Percentile Scores (3) Pre-test WK Read	(4) Post-test WK Read	Difference (4) − (3) Indicate + or −
(1)	(2)	(3)	(4)	(5)
89	4	5 15	5 2	-- -13
13	4	35 20	50 10	-15 -10
3	4	2 2	5 2	+ 3 --
90	4	20 25	20 20	-- - 5
91	4	25 10	0 5	-25 - 5
60	4	25 30	25 30	-- --
57	4	30 5	10 30	-20 +25
54	4	45 30	55 35	+10 + 5
52	4	75 30	70 25	- 5 - 5
50	4	95 60	60 25	-35 -35
47	4	40 10	40 5	-- - 5
46	7	75 95	95 95	+20 --
40	7	30 40	20 5	-10 -35
38	7	75 80	75 85	-- + 5
33	7	30 25	25 25	- 5 --

See Attached Sheets for Secondary

Use additional page(s), if necessary

Title I Project

XII - Standardized Test Results - Achievement Batteries and Reading Tests

Pre-test - Stanford Diag. Rdg Test [illegible], Fm W, Administered - Sept, 1969
Post-test - Stanford Diag Rdg Test [illegible], Fm X, Administered - May, 1970

(Reading Comprehension Only)

Riverside Jr HS Title I Participants	Grade or C.A.		PERCENTILE SCORES Pre-test	Post-test	Difference (4) - (3) (+ or -)
(1)	(2)		(3)	(4)	(5)
1	8		6	36	+30
2	8		16	48	+32
3	8		28	62	+34
4	8		8	16	+8
5	9		20	26	+6
6	8		30	44	+14
7	8		32	82	+50
8	8		24	24	-
9	8		32	44	+12
10	8		44	78	+34
11	8		4	24	+20
12	8		30	48	+18
13	8		58	86	+28
14	9		12	57	+45
15	7		48	72	+24
16	7		1	10	+9
17	8		40	66	+26
18	8		66	99	+33
19	8		1	8	+7
20	8		48	44	-4
21	9		52	82	+30

Riverside, page 2

Title I [illegible] Project

XII - Standardized Test Results - Achievement Batteries and Reading Tests

Pre-test - [illegible], Administered -
Post-test - [illegible], Administered -

PERCENTILE SCORES

Title I Participants	Grade or C.A.		Pre-test	Post-test	Difference (4) - (3) (+ or -)
(1)	(2)		(3)	(4)	(5)
22	8		10	66	+56
23	8		58	66	+8
24	8		12	6	-6
25	9		62	48	-14
26	8		66	90	+24
27	8		30	40	+10
28	9		86	52	-34
29	9		62	72	+10
30	9		40	44	+4
31	9		1	57	+56
32	9		44	40	-4
33	9		1	24	+23
34	9		90	66	-24
35	8		5	12	+7
36	8		26	24	-2
37	8		34	44	+10
38	9		28	82	+54
39	9		10	32	+22
40	9		12	72	+60
41	9		5	4	-1
42	8		20	78	+58
43	8		26	72	+46
44	8		48	86	+38

45	9	52	26	-26
46	8	28	62	+34
47	9	58	66	+8
48	8	1	24	+23
49	8	1	12	+11
50	9	62	94	+32
51	8	16	58	+42
52	8	14	22	+8

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Title I . . . . . Project . .

XII - Standardized Test Results - Achievement Batteries and Reading Tests

Pre-test -Stanford Diagn. Rdg Test . . , Fm W, Administered - Jan, 1970
Post-test -Stanford Diagn. Rdg Test . . , Fm X, Administered - May, 1970

(Reading Comprehension Only) PERCENTILE SCORES

Billings Senior High School Title I Participants	Grade or C.A.		Pre-test	Post-test	Difference (4) - (3) (+ or -)
(1)	(2)		(3)	(4)	(5)
1	10		92	16	-76
2	10		58	52	-6
3	10		64	86	+22
4	11		83	98	+15
5	10		70	99	+29
6	10		64	82	+18
7	10		18	58	+40
8	10		99	64	-35
9	10		32	64	+32
10	10		8	58	+50
11	10		94	92	-2
12	10		24	92	+68
13	10		78	86	+18
14	10		92	94	+2
15	10		99	99	-
16	10		98	94	-4
17	10		48	64	+16
18	10		94	86	-8
19	12		99	99	-

Title I . .. Project

XII - Standardized Test Results - Achievement Batteries and Reading Tests

Pre-test Stanford Diagn.Rdg Test , FmW Administered -Sept, 1969
Post-test Stanford Diagn.Rdg Test , FmX Administered - May, 1970

(Reading Comprehension Only)

Central Catholic HS Title I Participants	Grade or C.A.		PERCENTILE SCORES Pre-test	Post-test	Difference (4) - (3) (+ or -)
(1)	(2)		(3)	(4)	(5)
1	10		46	98	+52
2	10		70	28	-42
3	10		82	36	-46
4	9		17	32	+15
5	9		46	52	+6
6	9		70	86	+16
7	9		46	86	+40
8	9		17	32	+15
9	9		24	62	+38
10	9		70	90	+20
11	9		82	99	+17
12	9		1	22	+21
13	9		52	86	+34
14	9		28	48	+20
15	9		82	94	+12
16	9		17	40	+23

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Title I Project

XII - Standardized Test Results - Achievement Batteries and Reading Tests

Pre-test -Stanford Diagn. Rdg Test, , Fm.W Administered -Sept, 1969
Post-test -Standrod Diagn.Rdg Test, , Fm. X, Administered - May, 1970

Reading Comprehension Subtest Only)

PERCENTILE SCORES

Lewis & Clark Jr HS Title I Participants	Grade or C.A.		Pre-test	Post-test	Difference (4) - (3) (+ or -)
(1)	(2)		(3)	(4)	(5)
1	7		34	12	-22
2	7		30	32	+2
3	7		2	1	-1
4	8		58	62	+4
5	7		24	52	+28
6	7		5	24	+19
7	9		52	58	+6
8	8		7	26	+19
9	7		8	44	+36
10	9		8	48	+40
11	7		30	36	+6
12	7		62	8	-54
13	7		12	25	+13
14	7		1	1	-
15	7		4	1	-3
16	8		1	2	+1
17	7		12	48	+36
18	7		4	36	+32
19	7		12	10	-2
20	8		7	32	+25
21	7		8	40	+32

Title I

XII - Standardized Test Results - Achievement Batteries and Reading Tests

Pre-test - Fm W, Stanford Diagnostic Reading Test (RC only) Administered Jan., 1970

Post-test - Fm M, Stanford Diagn Rdg Test (RC only) Administered May, 1970

			PERCENTILE SCORES		
West High School Title I Participants	Grade or C.A.		Form W Pre-test	Form X Post-test	Difference (4) - (3) (+ or -)
(1)	(2)		(3)	(4)	(5)
1	10		58	86	+28
2	10		70	86	+16
3	10		82	78	-4
4	10		46	64	+18
5	11		99	99	-
6	11		86	98	+12
7	10		46	86	+40
8	10		18	70	+52
9	11		98	99	+1
10	11		65	98	+33
11	10		46	86	+40
12	11		92	99	+7
13	11		32	70	+38
14	10		40	28	-12
15	10		32	70	+38
16	10		53	86	+33
17	11		32	78	+46
18	10		40	64	+24

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XIII. TEST RESULTS—OTHER THAN ACHIEVEMENT BATTERIES OR READING

Use this table for reporting test results of tests other than achievement batteries or reading tests reported in Section XII.

Column 1—Enter the type of test. For example, aptitude, attitude, intelligence, interest, locally devised test, teacher-made test or rating test given and recorded on a pre- and post-test basis.

Column 2—Enter the full name and form number of the test. Do not abbreviate.

Column 3—Enter the date, month and year (for example, September 1967 is 9/67) the pre-test and post-test were administered.

Column 4—Enter the grade level of the students to whom the pre-test and post-test were administered.

Column 5—Enter the number of students who took both the pre- and post-tests. Include *only* students who continued through the project and took *both* the pre- and post-tests.

Column 6—Enter the total number of hours the students were involved in project activities.

Column 7—Enter the units in which the data is reported. For example, grade norms, percentiles, etc.

Column 8—Enter the pre-test average.

Column 9—Enter the post-test average.

Columns 10 and 11—Enter the amount of change, gain or loss which occurred between pre-test and post-test.

Test		Month and Year Administered		Grade Level	Number of Students	Total No. of Hours Students Involved in Project	Units in which data reported i.e., Grade Norms, Percentiles, other (specify)	Pre-Test Av.	Post-Test Av.	Amount of Change	
Type	Full Name and Form Number	Pre-Test	Post-Test							Gain	Loss
(1)	(2)	(3)		(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
Pre-Test	Metropolitan Achievement Reading Form A	6/23/70	XX XX	4	25	1,087½	Percentiles	(See attached pages)	XX XX		
Post-Test	Metropolitan Achievement Reading Form B	XX XX	7/30/70				"	XX XX			
Pre-Test	Metropolitan Achievement Reading Form A	6/23 70	XX XX	5	28	1,218	"		XX XX		
Post-Test	Metropolitan Achievement Reading Form B	XX XX	7/30/70				Percentiles	XX XX (See attached pages)			
Pre-Test	Metropolitan Achievement Reading Form A	6/70	XX XX	6	23	1,000½	"		XX XX		
Post-Test	Metropolitan Achievement Reading Form B	XX XX	7/70				Percentiles	XX XX (See attached pages)			
Pre-Test	Metropolitan Achievement Reading Form A	6/70	XX XX	7 (elem)	4	174	"		XX XX		
Post-Test	Metropolitan Achievement Reading Form B	XX XX	7/70				Percentiles	XX XX (See attached pages)			
Pre-Test	Metropolitan Achievement Reading Form A	6/70	XX XX	8	24	1,044	"		XX XX		
Post-Test	Metropolitan Achievement Reading Form B	XX XX	7/70				Percentiles	XX XX (See attached pages)			

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XV. PUPIL DROPOUT DATA—1969-70

Title I projects must be designed to meet the needs of disadvantaged children, many of whom may be potential dropouts. One way to measure the effectiveness of Title I is to study its effect on the dropout rate. This is an area of long-range evaluation since the influence of a project may not be felt immediately, especially in the lower grades.

Definitions:

A dropout is "A pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term 'dropout' is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. . . ."[1]

Reasons for dropping out of school.[2]

Physical—the pupil left school because of physical illness or disability.

Mental—the pupil left school because of insufficient mental ability, mental retardation, emotional instability, or behavioral difficulties.

Economic—the pupil left school because of financial need, necessity of working at home, necessity of seeking employment, or inability to afford school expenses.

Marriage and/or Pregnancy—the pupil left school because of marriage or was required to leave because of pregnancy.

General Dissatisfaction with School—dislike of school experience, lack of interest, overage, inadequate social adjustment, poor relationship with staff or fellow pupils, lack of appropriate curriculum or academic difficulties.

Reasons for Dropping Out of School	Number of Pupils Who Dropped Out at Each Grade Level						Total Number For Each Reason
	7	8	9	10	11	12	
Physical	1	1	1	6	2	4	15
Mental							-0-
Economic			1	5	12	3	21
Marriage and/or Pregnancy			2	2	3	6	13
General Dissatisfaction with School		5	13	33	22	15	88
Other (specify) Military			1	2	7	3	13
Total Each Grade	1	6	18	48	46	31	150
End-of-the-Year-Enrollment, Each Grade	1544	1490	1419	1415	1363	1206	8,437

[1] Pupil Accounting For Local and State School Systems, Handbook V (Washington: Department of Health, Education and Welfare, Office of Education, 1964), p. 96.
[2] Ibid., p. 55.

XVI. STUDENTS CONTINUING EDUCATION BEYOND HIGH SCHOOL

A student is considered to be continuing his education beyond high school if he enters on either a full-time or part-time basis a college or university, a trade school or vocational-technical school, a business or commercial school, a nursing school, or a junior college. A member of the United States Armed Forces attending a service school in connection with his duties is not considered to be continuing his education, for purposes of this evaluation report.

Total Number of Graduates Attending / Total Number of Graduates	Spring* 1970	Spring 1969
	~~1,199~~ 1044	1,130
College or University	705	697
Junior College	12	19
Trade School or Vocational-Technical School	98	84
Business or Commercial School	15	9
Nursing School	9	4
Other (specify)	176	66
Total Number Graduates Continuing Their Education	~~1,030~~ 1015	879
Total Number Serving in the Armed Forces	52	78
Total Number Receiving No Training Beyond High School	32	173

* For Spring 1970, enter the total number of graduates who *anticipate* continuing their education beyond high school.

*OTHER - appreciceship, beauty school, bible schools, x-ray technicians, etc.

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XVII. NARRATIVE EVALUATION DATA *

*See attachments

1. On the basis of objective evaluation, suggest how the results of this Title I project evaluation may be used to expand, improve, modify or change Title I project planning in subsequent years.

Basically, our evaluation of projects over this past school year have encouraged us to expand the program in two areas: (1) reading-preventative and remedial (we will seek to establish more resource rooms and institute a remedial and prescriptive program in Title I schools); (2) projects that build self-image, improve attitudes of students and parents will be expanded (this will include tutor programs, guitar lessons and ceramics classes).

2. Briefly describe any promising educational practices which were developed during the operation of the project and which may be adapted to other areas of the school program.

*During the summer Title I project, we found that many students who could not be motivated verbally (orally) could be very effectively motivated by programming them in a written card system. The student, upon his arrival, instead of receiving oral instructions from his teacher, would go to his packet prepared by his teacher, and follow the written instructions given for that day, no single portion of his program exceeded 15 minutes. Attendance in our summer program exceeded our expectations.

3. What changes have you made, or are you planning to make, in your regular school program as a result of your experiences in this project (i.e., curriculum, teaching methods, services to the pupils or community, etc.).

*As shown in the attachments, we will recommend that portions of this past Title I project be discontinued and picked up by the district so that all students may receive the benefits of the programs. Where possible, we will strongly recommend that the practices described in No. 2 above be adapted into the school program.

4. Describe briefly the most significant changes observed in pupils participating in the project. These changes may or may not have been anticipated when preparing the project application and may include such areas as changes in achievement, attendance, participation in other school activities, behavior, school adjustment, and attitude.

*This year, as in past years, the greatest emphasis in this program has been placed on improvement of student and parents attitudes toward school and the improvement of the student's self-image and aspirations. We feel the program funded under Title I have definitely benefited the participating students. Through much individualized instruction the educationally deprived student, through involvement, is able to succeed where success has not previously been possible.

*SEE ATTACHMENTS

5. Describe briefly the most significant changes in members of the school staff who participated in the project. This may include improvement of skills in teaching low achievers, attitude toward low achievers, etc.

Individualization of instruction is becoming a byword of instructors involved in Title I programs. Through continued emphasis and opportunities provided (such as limited class loads, preparation time, teacher assistants (aides) and a variety of instructional materials) personnel working in Title I programs are able and willing to instruct students as individuals rather than as groups. It is through programs such as this, that success is gained, there is no failure in these programs, only continued progress.

6. Summarize briefly the general response and reaction of non-Title I teachers to this Title I project.

Salary schedules are the same for Title I and non-Title I instructors. This results in an atmosphere of cooperation, rather than resentment. We feel that it would be an error to offer incentive pay to Title I personnel! In the areas of instructional supplylines, Title I instructors receive much more equipment than do those not employed through Title I funds, the response here is often not favorable.

7. Summarize briefly the general response of the community to this Title I project.

Response to these Title I projects in school communities that qualify for Title I funds is tremendous. However, parents from schools not receiving Title I support have often expressed the opinion that through their tax effort, they are supporting other schools.

Block aid could be of more benefit.

8. Briefly describe any unique or outstanding feature of your Title I project. Include one or two specific success stories. For example, using age and grade (but no name), tell how a child (or children) specifically benefited from the project activity.

We had three boys enrolled in the summer reading program that came to us with a history of poor attendance, poor attitudes and a general resistance to school. Through the procedures described in No. 2 (previous page) these students were not only able to experience success, but also showed measurable gains in reading achievement. Their attendance (each) exceeded 90%.

9. In your professional judgment does the design, size, and scope of your project lend itself to use by other schools in Montana? If so, describe briefly the conditions which must exist in order for it to be successful in other schools.

Any part of this program is adoptable either in part or as a whole to other schools in our state. We make it a practice in Billings not to apply for or implement a program that we feel is not adoptable or cannot be picked up by the school district if funds were to become limited.

10. Briefly describe how the Office of the Superintendent of Public Instruction in general, and the ESEA Title I staff more specifically, can better help you.

(A) design Title I projects;

(B) implement Title I projects;

(C) evaluate Title I projects;

(D) disseminate Title I information.

311 - ARTS AND CRAFTS (Ceramics)

Title I participants = 45

This program was originally scheduled to be conducted in three elementary schools; however, due to problems of scheduling and use of a kiln for firing, the project was limited to participants from two school areas. These were evening classes.

As stated in the original application, the main objective of this program was "improved school-home relationships, coupled with an improved attitude toward the school by the participating students and parents." To this end, it was heartily felt that this program, not only met, but also exceeded the goals.

Looking to the future, because of the success of this program, we will recommend that it be modified and expanded to cover more Title I school attendance areas. We will recommend that the number of participants in each attendance areas be limited to fifteen and that each program operate for approximately eight weeks. Also, to expand this program, we will seek to install a large kiln, capable of "firing" hugh amounts of ceramics.

RESOURCE ROOM - 316 (English-Reading) and 328 (Mathematics)

Title I participants = 72

Students of the Taft Elementary School needing special assistance, remedial or enrichment, in either reading or mathematics, could be sent on a regular basis, to the resource room. The resource room is equipped with a teacher, an aide, and a wide-variety of materials designed to both motivate and instruct students.

Students are selected to participate in the remedial portions of this program as a result of teacher recommendation, the approval of the building principal, and the degree of remediation as indicated to the classroom teacher by the student.

At the beginning of the year, classes were limited to ten students for each of the 30 to 60 minute sessions. On-going evaluation with the principal and the resource room teacher led to the recommendation that fewer students with a greater degree of problems be allowed to participate. It will be recommended that our 1970-71 project limit the number of participants to four, for each half-hour session. To this degree a reduction in students participating in this program was noted before the conclusion of the year (1970).

Students enrolled in this highly successful program enjoyed the special attention they were given and profited a great deal from the instruction offered.

In the preceding paragraphs we have offered some suggestions for modification of this program for next year. Other recommendations will include testing students, pre and post, that enroll in the program. This cross-section of testing, even though there will be problems of transfers,

RESOURCE ROOM -(continued)

should give us further proof of the success of this program.

Because we have felt this program has been such a huge success, we will recommend that a similar program be established at Garfield Elementary School, under Title I, for the next school year.

HEADSTART

Title I participants = 120

One hundred twenty (120) students in three Title I qualified elementary schools participated in a Headstart program which was partially funded through Title I.

The following assistance was provided to Headstart students through use of Title I funds:

NURSE - The Headstart nurse checked each child's vision and hearing, and recorded measurements in height and weight. The nurse, working forty (40) hours per week, administered Rubella vaccine to all Headstart participants and also gave each participant a tuberculin test. Any problems disclosed through any examination were followed up by the nurse.

The nurse was also responsible for preliminary dental screening and proper referral for treatment.

Physical examinations, although conducted by various medical doctors, were arranged for, by the nurse and records and follow-up were her responsibility.

Family in-service work was an important portion of her program. Each Headstart family was visited and when possible, recommendations for improvement in nutrition and sanitation were made, and assistance was given in carrying out these recommendations.

SOCIAL SERVICES - The social service supervisor was responsible for organizing and maintaining a program in social services for both the Headstart children and their families.

The goals of the Headstart Social Workers were to work with families so they might see themselves as people that are not only needed by their families and their community, but also see themselves as people who have a potential to give to society.

Each of the Headstart families was visited by the team of social workers, including aides who were trained through an in-service program conducted by the

social service supervisor. Through their efforts, needy families were often convinced to accept medical assistance, clothing, furniture, and etc.

The social workers also worked with the Headstart teachers. Information on each child and family was given and gathered through a mutual professional exchange.

VOLUNTEER COORDINATOR - The part-time volunteer coordinator was primarily responsible for working with parents, enlisting their assistance and serving as liaison between the Headstart Program and the total community. Approximately one hundred (100) volunteers from throughout the community participated in this program.

FOOD DISTRIBUTORS - Three food distributors were employed to distribute the food from a central location where it was prepared, to students in the three schools which were operating Headstart programs.

Tentative plans in Headstart for next year, indicate that the program will be placed in two schools. This will then require one less food distributor to meet the needs of the program.

329 - MUSIC (Guitar Lessons)

Title I participants = 53

An evening program in guitar lessons was provided for students and parents in the three highest qualified Title I attendance areas. Participants received lessons from a qualified instructor, one hour per week for about ten weeks.

The purpose of this program was to motivate students toward school, build-up their self-image, and involve parents in school, so that attitudes toward school may be changed with a result of higher expectations in school for their children.

Through the reactions of the participants and other Title I schools that wanted to participate in a similar program, we felt this program to be highly successful. It will be our recommendation that this program be modified (time and participants) and expanded to include more Title I schools beginning next fall (1970-71). It will be our intention to alternate this program with the "ceramics" program, on a semester basis in eight Title I qualifying schools.

333 - PHYSICAL EDUCATION/PHYSICAL RECREATION

Title I participants = 30

An evening program in physical recreation for adult women was set up and operated at two Title I qualified elementary schools. A physical recreation instructor was employed to supervise activities for the women enrolled in the program. Basically, the program consisted of exercises and activities aimed at reducing and toning the body muscles.

The objective of this program, as with the guitar and ceramics programs, was to improve attitudes and aspirations of parents and students. To this end, the program was quite successful for the participants.

It should be noted, however, that there did not seem to be adequate interest in a program of this type in the Title I schools, in which it was presented. Attendance did not meet expectations, even though the participants enrolled, attended regularly and were quite enthusiastic about the program.

We will recommend that this program not be included in our Title I proposal for the coming year, and that money which would have been used in this program, be used to expand the programs in ceramics and guitar.

322 - GUIDANCE

Title I participants (individual) = 55

Guidance and counseling services were made available to Catholic elementary parochial school students in qualified Title I areas by hiring five part-time guidance counselors. The participating parochial schools (Catholic), felt this program would and did fill a serious need in these schools. It should be pointed out that all of the parochial schools have "teaching principals", and therefore have not had persons available for guidance and counseling on an individual or a group basis.

In planning for this program for next year, we feel that more time be allowed for follow-up and individual counseling. This should be financially possible, since materials for this project (testing) can be carried over from year to year, and money not needed for materials, can be diverted to expanded professional service.

323 - HEALTH - Dental

Title I participants = 110

A program in emergency dental care was offered to all students attending Title I qualified elementary schools.

It was the intent of this program to offer emergency dental care to students having dental problems that may be interfering with their ability to effectively work in the school program.

The need for this program resulted from a survey conducted by dentists from the 9th District Dental Society. During this survey, 2,799 students were given a simple dental examination. Also, as the program progressed, Dr. Don Pederson, President of the 9th District Dental Society, continuously reported progress and policy to the area dentists. The cooperation from the Dental Society and the dentists in this area, was commendable and resulted in smooth operation of this program.

The breakdown of the assistance offered and costs involved, is as follows:

1. X-rays and examinations; 83 students - cost $419.00
2. Extractions; 79 students, 220 teeth - cost $1,026.00
3. Fillings; 64 students, 260 teeth - cost $1,789.00
4. Miscellaneous; 24 students - cost $222.00
5. Total; 110 students - cost $3,456.00

Even though the program must be considered a huge success, there were areas in which refinement and modification should render an even better program of emergency dental care. Problems, although rare, did occur, and occurred most often as a result of parents not taking their children to the dentist after the work had been authorized. Their not taking the children to the dentist, resulted in our holding back a $50.00 potential for them, expecting that they would be using this at a later date. At the conclusion of the program, we had a potential

expenditure of the $5,000.00 allocation, but only actually having spent less than $3,500.00. In applying for this under Title I next year, we will change our dental authorization form so that if we are not billed by a specified date, the services will be canceled. Also, in cooperation with the Dental Society, we will be more definitive as to what should be included in emergency dental care.

For the coming year, we will recommend that funds for this program be cut to $3,000.00 We feel this step will not alter the intent or success of the program, since we have already taken care of many students and it will not be necessary to serve them again. Also, with improvements in billing and getting students to the dentist, we should be able to adequately cover the emergency dental cases.

341 - TUTORING

Students Involved (Elementary) = 80

Students Involved (Junior High)= 27

The Title I tutor program in the Billings Public Schools was designed to offer assistance to students on a one-to-one basis (one student, one instructor) in any area in which the student may be having difficulty. Students attended sessions after school, on a volunteer basis, for up to one and one-half hours, one to four afternoons per week.

At the elementary level, the tutoring in subject areas was divided as follows: Reading - 537.37 hours; Arithmetic - 334.57 hours; Spelling-51.18 hours; Speech - 49.50 hours; and Social Studies - 5.05 hours.

At this point, it should be pointed out that the by-products of assistance in the academic areas were probably of more value than was the academic assistance itself. The by-products of improvement of self-image, attitude toward school, identification with young adults, a place to go when no one is home, among others, may offer the student the needed incentive to improve, not only academically, but also socially.

The tutors used in this program were volunteers from Eastern Montana College (Eastern provided tutors for Taft, North Park, and Riverside Schools) and Rocky Mountain College (Rocky provided tutors for Garfield School). It was felt that even though this was a volunteer program, the tutors would receive experience in working with children, that might not otherwise be available to them.

Recruitment at the two colleges did pose somewhat of a problem. It is felt that an "on campus" representative, especially at Eastern would be

beneficial, not only in recruitment, but also in screening applicants. Also, the possibility of having the students receive credit for a successful tutoring experience has been, and will continue to be explored.

This program, even though very successful at the elementary level, showed a marked decline in popularity at the Junior High School level. It is hoped that with minor modifications, we will be able to reach more Junior High School students in need of special attention.

College Tutors used in this program:

Eastern Montana College Students	78
Rocky Mountain College Students	36

The following is a report submitted by the Tutor Supervisor at North Park Elementary School. The tutor activities in this school were typical of programs in the other elementary schools.

ESEA TUTORING PROGRAM
North Park School
1969 - 1970

After receiving the list of prospective tutors I made a telephone contact with each of them. This process had to be repeated each quarter. I had 22 tutors fall quarter, 13 winter quarter and 10 spring quarter. I would suggest trying to get more tutors on a year long basis rather than a one quarter basis. The ones that did work all three quarters received much more valuable experience than the ones who tutored one quarter.

I set up a meeting date with the tutors and notified them of the date during the initial telephone contact. At this meeting I stressed the importance of good grooming and proper dress. I ask for their cooperation on this matter and did not have any problems during the year. I ask them to set an example for the children by their dress and grooming. Overall, I had a very outstanding group of students from Eastern Montana College.

I ask each second, third, and fourth grade teacher for a list of four children and the areas in which they needed help. I also gave the teachers parental consent forms to be taken home and returned by the children. I made telephone contacts with the parents who had any questions or doubts about the program. When I had all the consent forms, I set up a schedule with the tutors and filled out the time card. The time cards were very good and made the program very simple to operate after the initial scheduling. The teachers were very cooperative at all times during the year.

When I found out the needs of the children, I requisitioned materials for the program. I attempted to get materials in the form of contests or games to make the program interesting to the children and somewhat different from the normal classroom procedure. I thought this would be more relaxing to the children after being in class all day. This did seem to be enjoyable to the tutors and the children.

During the year the tutors worked 183.72 hours in reading, 150.02 hours in math, 16.93 hours in spelling, and 12.91 hours in language for a sum total of 363.58 hours with the children. The time cards were very helpful in figuring the total time.

At the completion of the program, I wrote letters of recommendation for each tutor and sent it to the Teacher Placement Bureau at Eastern Montana College. There are copies of this letter in the folder at North Park School.

I enjoyed working with this program and definitely think it should be continued. I was fortunate to get the caliber of students from Eastern that I did and the complete cooperation of Mrs. Toulouse, principal, and the teachers of North Park School. I believe we had a very successful program this year.

Joseph E. Bender
Supervisor

Copy of notice sent to parents

November 10, 1969

Dear Parent,

North Park School is participating in a tutoring program for grades 2, 3, and 4. Tutors are being provided by Eastern Montana College and sponsored by School District 2. The purpose of the program is to provide individual help for children in subject areas where assistance is needed.

Each pupil will meet with his tutor after his dismissal time two days a week.

Your child has been selected to participate in this program with your permission.

If there are any questions, please call on me after 3:30 P.M. at the school -- 259-4364.

Joseph Bender
Coordinator

I give my permission for _____ to
(child's name)

participate in the tutoring program.

_____
(signature)

Copy of notice sent to participating college

North Park School
May 13, 1970

To whom it may concern:

This is to verify that _____participated, as a tutor, in the Title I ESEA Tutoring Program at North Park School during Fall_____, Winter_____, Spring_____ quarter 1969-70.

These students are to be commended for the outstanding community service in making this program a success. They gave their own free time to work with second, third and fourth grade pupils on a one to one basis. Emphasis was basically placed in reading, phonics and math. This program gave the children much needed help and we hope, provided a rewarding experience for the tutor.

Again, we wish to extend our thanks for making this program a success.

_____
Principal

_____
Supervisor

SCHOOL PSYCHOLOGISTS

School Psychological Services, provided for School District No. 2, Billings, Montana, involved evaluation or consultation for Special Education and evaluation of learning disabilities and school adjustment problems.

The nine (9) Title I qualified elementary schools of the district's twenty-four elementary schools requested services. Three of the four junior high schools requested services, and referrals were received from both of the high schools in the district.

Summary of Cases: Elementary Schools

	Cases	Times per Child
Individual Mental Testing	10	3 Hours
Consulting in Special Adjustment Classes	8	3 to 10 Hours
Learning Disabilities	33	10 Hours
	51	

A routine re-evaluation for special education usually takes three hours. This includes testing time and time needed to correct the test and write-up a complete report.

Thorough evaluation for learning disabilities usually takes ten to fifteen hours. Full evaluation involves administration of one (occasionally two) intelligence test(s), one test of visual motor development, one test of visual perception, one test of basic learning skills, a test of lateral dominance, occasionally an achievement test, and finally, counseling of various types. In addition to testing, consultation with teachers, principals, and parents both individually and in conferences is involved. Finally, the time needed for correcting and writing the final report and recommendations completes the total time requirement.

Results of evaluations involved initial placement in special education, continued placement in special education or retention in the regular classroom, with remedial recommendations provided to the child's teacher. Also, referrals were made tovarious medical personnel, the school social worker, school speech

therapist, or to other sources of psychological or psychiatric services.

In general, each child's problem was treated as unique and efforts were made to work with significant other personnel; parents, teachers, principals, physicians , social worker, speech therapist, special education director, and others to provide the required consultation or treatment and/or support needed.

Summary of Cases: Secondary Schools

	Cases	Times per Child
Psychoeducational evaluation	25	3 to 10 Hours
Counseling, Group and Individual	60	15 to 40 Hours
Consultation with Principals, Deans, Teachers and Parents	20	1 to 5 Hours
	105	

In areas of psychoeducational evaluation the work of the secondary school psychologist resembled the work of the elementary school psychologist. Different evaluative instruments appropriate for older students were utilized.

Both group and individual counseling was conducted. Referrals of students to counseling were made by counselors and principals because they felt that the student was facing emotional and/or behavioral problems. Consultation consisted of working with principals, deans, teachers and parents to provide team help for an individual student.

Referrals were made to appropriate agencies whenever it became apparent that a student would profit from such a referral.

Billings Public Schools
Billings, Montana

Reading Centers Project 69-70
Title 1 - 70 56 0965 01 0032
May 26, 1970

A Summary and Review of the Pretest-Posttest Results of Scores Obtained by Remedial Reading Groups on the Stanford Diagnostic Reading Tests, Forms W and X, Level 2.* January and May, 1970.

Table 1 - Showing the Pretest-Posttest Results for the Remedial Reading Group at Billings West High School, Grades Ten and Eleven. (N=18)

	Mean Raw Score	Standard Deviation	Difference in Means	Coefficient of Correlation(r)
Pretest (1-70)	48.9	4.9	(4.3)[1]	(.696)[2]
Posttest (5-70)	53.3	3.7+		

[1] The difference between the mean raw scores was significant at the 5% level of confidence or higher. (t=2.98; P= .01)

[2] Approached high correlation; marked relationship

****

Table 2 - Showing the Pretest-Posttest Results for the Remedial Reading Group at Billings Senior High School, Grades Ten and Eleven. (N=19)

	Mean Raw Score	Standard Deviation	Difference in Means	Coefficient of Correlation(r)
Pretest (1-70)	51.0	7.02	(1.79)[1]	(.34)[2]
Posttest (5-70)	52.79	4.55		

[1] The difference between the mean raw scores was significant at less than the 5% level. (t= .96; P= .50)

[2] Low correlation; definite but small relationship, between the pretest and posttest scores.

NOTES ON TABLE 2:

1) Nine of the nineteen students in this group scored at or above the 90th percentile on the pretest, and therefore, had little room for improvement on the posttest. The question might be asked: Why are students reading at the 90th percentile enrolled in a remedial program?

(*) Test 1, Reading Comprehension only.

JEB/cw

2) When the nine student scores at or above the 90th percentile were deleted, the data for the remaining group of 10 students showed the following:

Means: Pretest = 50.6
Posttest= 51.2 Difference=0.6, which was not significant.

Correlation Coefficient was .45, which showed an improvement over that of the whole group in Table 2 on previous page.

.....

Table 3 - Showing the Pretest-Posttest Results for the Remedial Reading Group at Lewis and Clark Junior High School, Grades 7-8, (N=21)

	Mean Raw Score	Standard Deviation	Difference in Mean Raw Scores	Coefficient of Correlation(r)
Pretest (1-70)	31.3	7.96	(4.86)[1]	(.352)[2]
Posttest (5-70)	36.1	7.31		

[1] The difference between the mean raw scores was significant at the 5% level of confidence or higher. (t=2.07; P= .05)

[2] Low correlation; definite but small relationship between the pretest and posttest raw scores.

NOTE: The highest percentile rank achieved on the pretest was 62; the median percentile was 8.

.....

Table 4 - Showing the Pretest-Posttest Results for the Remedial Reading Group at Riverside Junior High School, Grades 8-9, (N=52)

	Mean Raw Score	Standard Deviation	Difference in Mean Raw Scores	Coefficient of Correlation(r)
Pretest (9-69)	36.3	9.05	(6.61)[1]	(.745)[2]
Posttest (5-70)	42.9	4.95		

[1] The difference between the mean raw scores was significant at the 5% level of confidence or higher. (t=4.63; P= .01)

[2] High correlation; marked relationship between the pretest and posttest raw scores.

JEB/cw

NOTE: This group of students were assigned to the remedial center from September through May.

Only two of these students ranked above the 75th percentile on the reading pretest.

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Table 5 - Showing the Pretest-Posttest Results for the Remedial Reading Group at Central Catholic High School, Grades 9,10,11, (N=16)

	Mean Raw Score	Standard Deviation	Difference in Mean Raw Scores	Coefficient of Correlation(r)
Pretest (9-69)	46.0	6.9	(1.3)[1]	(.752)[2]
Posttest (5-70)	47.3	6.5		

[1] The difference between the mean raw scores was significant at less than the 5% level of confidence (t= .55; P= .50)

[2] High correlation; marked relationship between the pretest and posttest scores.

NOTES:

1) The group actually totalled twenty-one (21) students who took both the pretest in September and the posttest in May. However, five of the students who ranked at or above the 90th percentile on the pretest, were omitted from the study in Table 4 above. This was done in order to study the test score results of the students who had the greater potential to show gains.
2) Apparently from the high correlation shown above, the students who scored high on the pretest also scored high on the posttest, however the group as a whole did not show significant progress.

YELLOWSTONE BOYS RANCH
Billings, Montana

Memorandum: July 20, 1970

Sub: Title I Project Evaluation

During the months of April and May of the 1969-'70 school year, Yellowstone Boys Ranch participated in a cooperative Title I project with School District #2, Billings, Montana. The title of this project was "Improvement of Communication and Social Skills, Through the Arts."

This project was an attempt on our part to "reach otherwise unreachable students in the classroom", via art instruction. This program was instructed by two Rocky Mountain College art students, under the direction of Mr. Morrison, Chairman of the Art Department, Rocky Mountain College.

Description of the Project:

There were two sections offered to the students, (1) a section of art using mosaics as the media, and (2) a section of paper-mache art instruction.

Objectives - Mosaics

1. To learn the relationship of colors and texture in a design.
2. To do a large mosaic (cross) for the chapel as a class project.
   (a) to get students to work as a group.
   (b) to include the different ages in one project.
3. To do individual mosaics for themselves or their parents.

Evaluation of Project

"As a whole, I felt the project was very successful. Most of the students did their share of the work on the big project, which turned out to be something, I feel, appropriate and with meaning to each student who worked on it. The individual projects were even more rewarding to some of the students, as they expressed a few very individual feelings, which to me was an objective not stated." ---Miss Ivy Foran, Instructor.

Statement of Purpose - Paper-mache'

To create sculpture forms by using the hands in molding to get the designed form. (way of modeling.)

Evaluation of Project:

This project was slow at realizing an ending, but was well worth the effort on the part of most of the students. The overall group were proud to display their work and some even felt that they had been successful enough to enter it in the Fair this summer. I was well pleased with their work and I felt the students as a whole were well complemented by one of Rocky Mountain College's art teachers, Robert Morrison, and several of the art

students, who visited the class. The visiting group later reported to me that they felt the atmosphere in the classroom was great and the enthusiasm of the students far better than they had expected, as some of them had just finished teaching an art class to a church group in Billings." -----Miss Ivy Foran, Instructor.

Observations:

It was most interesting to witness students returning to the classroom for an evening art class, especially when considering the fact that most of these students reject school and /or the classroom on most occasions.

Discipline in this class was a word seldom heard or spoken. The two instructors established a rapport with the students immediately and their enthusiasm was conveyed to the students in such a manner that it let the student know that all classroom work was not drudgery and that one can learn and still have fun.

Attendance was exceptional, with only one student leaving the program because of another commitment.

The program was concluded with an art contest, sponsored by the social service department at Boys Ranch. Cash awards were given to the boys with the winning projects.

Attached to this report are photo copied letters of outside observations made of this project. I believe they convey the feelings that the project was an outstanding success.

Respectfully submitted,

Loren Soft
Superintendent

LS/ga

YELLOWSTONE BOYS RANCH

BILLINGS, MONTANA 59103
POST OFFICE BOX 2549
AREA CODE 406—252-9301

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EXECUTIVE DIRECTOR
FRANKLIN ROBBIE

July 17, 1970

Dear Mr. Soft:

I visited the art class held at the Boys Ranch school on two separate occasions. The first time I visited was shortly after the class was started and the boys had a lot to learn. They were just beginning their papier-mache figures and it was obvious this was completely new to many of them. I was also surprised to see several boys in the class whom I had never considered the artistic type.

The second visit was during the final class period. The papier-mache figures had long since been completed and I was amazed at how well the boys had done, especially the ones I had considered unartistic. It was interesting to see how the different boys had expressed their thoughts and feelings through the projects which also included ceramics, plaster of paris sculptures and others. The pride of the Indian boys in their heritage was obvious.

I'm sure each of those involved in the class enjoyed it very much and improved their artistic skills at the same time. I know they were proud of their projects -- and rightly so. No doubt, you will have many more boys asking to attend the class next winter, if it is available.

Sincerely,

Wes Robbie

Wes Robbie
Ass't to the Director

YELLOWSTONE BOYS RANCH
Billings, Montana

Memorandum: July 17, 1970

From: Dan Hansen

To: Loren Soft

Sub: Observations on Art Class

These are some views I would like to share with you, concerning the Art Class for the boys that we had here at the Ranch during the months of April and May.

I was extremely pleased, in many ways, with the art class that was conducted at the Ranch School.

No. 1------ The number and type of boys that participated was very encouraging. Considering the fact it was on a voluntary basis, it pointed out a deep interest and need that a number of these boys have to express themselves through art. I thought the number in the group was adequate. Any more boys in that particular setting would have been too many to handle satisfactorily.

No. 2----- I also thought it very encouraging to see the cross-section of interests and ability that was represented by the boys present. A number of the boys had previous interest and experience in the art fields and there were still others for whom this was their first exposure. However, I feel all of the boys discovered that their interests could be expanded and their abilities improved upon.

No. 3----- The class was handled in such a manner that all of the boys discovered that there were many things that they could learn. I feel they also discovered that there were many ways in which they could express themselves through art - many more than just the old, conventional ways they had thought of before.

No. 4----- It was very obvious that all the boys enjoyed themselves immensely. In the first place, this was a voluntary class the boys joined and attended on their own free will. However, there were very few instances of absences without excuses. The boys were always on time and eager to go to work. I know we like to have our activities worthwhile from the point of learning, but our activities must also be highly enjoyable, and provide incentive for the boys, and I feel the art class certainly did this.

No. 5---- It was interesting to watch the two art instructors work with the class. The class atmosphere was very relaxed and pleasant. The two lady instructors seemed to go about their business without any fanfare, almost as if they didn't want to intrude into the boys' concentration on their projects. However, it was easy to see the boys had received

clear instructions - they felt free to express themselves as they wished and they were challenged to do the best job that they could, and that the boys always knew the instructors were there, willing to help them when they asked for it.

No. 6---- There was a great deal of individual pride evident in the art class. I think this was largely due to the fact that towards the end of the class, the boys could work on their individual projects and because it was their own creation, they took a great deal of pride in them.

No. 7---- The whole project was no doubt a success because I, myself, have had numerous questions posed to me, such as, "Are we going to have another art class next year?", and , "Mr. Hansen, can I get into the next art class?"

I feel the art class was a tremendous success. It was one of the most satisfying, helpful activities and learning experiences we have had available on the Ranch since I have been here. Next year, I would like to see it last much longer and possibly, the art class as a whole could work on some project that could add to the beauty of some part of Boys Ranch. An activity such as the art class goes a long way in helping some of our boys, and I would like to see them desire and take pleasure in being able to help others.

Respectfully submitted,

Dan Hansen
Program Director

338 - TRANSPORTATION

Title I Participants = 60

This portion of the Title I project provided transportation to and from the Y.M.C.A. from the Garfield Elementary School, four times each week. This program enabled the special education classes for the mentally retarded to participate and learn to swim.

Swimming is a valuable leisure time activity, and provides for future safety for all children and especially for children with a limited mental capacity. The acquisition of this skill also provides these children with an opportunity to participate in the city recreation swimming program during the summer months. This is certainly a high interest area, and an activity in which each child can experience success.

This program will not be included in our Title I application for next year. The decentralization of our special education classes will result in School District No. 2 funding this program.

342 - AUDIO-VISUAL SERVICES

Title I Participants = All Title I Qualified Schools

Through the use of Title I funding, the Audio-Visual order department was able to provide assistance to all Title I qualified schools, both public and parochial.

Two part-time employees, under the supervision of the audio-visual order director, and the assistant director, assisted with the audio-visual aids program. They were placed in charge of duplicating tapes on the high speed tape duplicator (purchased this year under Title I), duplicating and scheduling overhead transparencies, tape recordings, slides, micro-slides and viewers, and equip study carrells with cassette playbacks (carrells and playbacks were purchased this year under Title I.) Delivery to Title I schools was also a part of this program.

This has been a successful program and of great value to the participating schools. This program will be applied for in the coming year and in future years, with more services being demanded, we will be looking toward expansion of these services.

316 - ENGLISH-READING (SPECIFIC LEARNING DISABILITIES TEACHER)

Students Involved (Elementary) = 8

Students Involved (Secondary) = 6

A Specific Learning Disabilities Teacher was employed by School District No. 2, through funds obtained through Title I. This teacher worked exclusively in qualified Title I schools. However, since she only worked with individual students, she worked only in those Title I schools having students with the greatest needs. The Specific Learning Disabilities teacher would spend approximately forty-five minutes each day, instructing the student in his school. The teacher traveled from school to school.

For the most part, the students involved in this program were non-readers. However, all students involved had at least an average intelligence (100-110). One student had little or no eye control and had been declared blind; however, with the individual assistance offered, this boy was able to make gains in reading which enabled him to keep up with his regular classwork in various academic areas.

Many methods of instruction were used with the non-readers including motivating and involvement machines. The Gillingham-Stillman Method and the Neurological Impress Method were found to be very effective and were used exclusively with some students.

This program will be discontinued under Title I next year, and will be funded by School District No. 2. Ths program proved to be of great value to the students involved. However, due to the nature of the program, students other than those in Title I qualified schools could also benefit from such a project and it was felt that they were slighted when they could not be allowed to attend.

341 - TEACHER AIDES

316 - AIDES

Basically, aides employed to help the educationally deprived students in the Title I programs were in one of three categories:

English Teacher Aides (24 "Lay Readers"); Elementary Teacher Aides (8); Secondary Teacher Aides (6).

In most of these categories, the purpose of having the teacher aide would be to (a) work with individual or small groups of students, as assigned by the supervising teacher, that have need of assistance or (b) work with groups of students, as assigned by the supervising teachers, to relieve the supervising teacher to more adequately assist students who need assistance in specific and often fundamental areas.

For the most part, aides were used to assist the educationally deprived students in the academically fundamental areas of reading (and related language arts) and mathematics. However, aides were also assigned to assist in vocationally fundamental areas - one teacher aide, an exceptional seamstress, was assigned to assist a home economics teacher in a junior high school sewing class. Another aide, a retired cabinet maker, was assigned to assist in a woodworking class.

We feel that effective use of teacher aides can be a vital part of any program for the educationally deprived student. With this in mind, we will request in our application for next year, that these programs be continued and expanded, if it is financially feasible.

Following is a compilation of data relivant to the teacher aides:

Work with individual students

Total time - 3,202½ hours

Total Number of Students - 14,602

Teacher Aides - continued

Work with groups of students

Total time - 4,214½ hours

Total Number of Students - 62,545

Total amount of time spent in record keeping, operating machines, etc. 2,553½ hours

(16 TEACHER AIDES)

AGE

Median Age - 42 years

Mean Age - 48 year

EXPERIENCE

Median - 3½ years

Mean - 3 1/3 years

EDUCATION

Median - 12 years

Mean - 12½ years

(24 LAY LEADERS)

AGE

Median Age - 39½ years

Mean Age - 38 years

EXPERIENCE

Median - 2 years

Mean - 3½ years

Teacher Aides - continued

(LAY READERS)

Education

Median - 16 years

Mean - 15 years

SUMMER PROGRAM

ELEMENTARY	%-ile		Rank
	Pretest	Posttest	
Grade 4 - 25 students			
Word Knowledge	31.28	31.48	+ .20
Reading	26.48	21.60	-4.88
Grade 5 - 28 students			
Word Knowledge	50.25	63.10	+12.85
Reading	57.32	45.54	-11.78
Grade 6 - 23 students			
Word Knowledge	51.74	66.13	+14.39
Reading	60.13	57.83	- 2.30
Grade 7 - 4 students			
Word Knowledge	52.50	53.75	+1.25
Reading	60.00	52.50	-7.50

SUMMER PROGRAM

SECONDARY

	%-ile Rank		
	Pretest	Posttest	
Grade 7 - 11 students			
Word Knowledge	35.09	32.64	- 2.45
Reading	28.27	25.16	- 3.11
Grade 8 - 24 students			
Word Knowledge	29.62	45.00	+18.38
Reading	28.71	33.34	+ 4.64
Grade 9 - 6 students			
Word Knowledge	31.67	41.00	+ 9.33
Reading	37.33	26.50	-10.83
Grade 10- 2 students			
Word Knowledge	16.50	15.50	- 1.00
Reading	11.00	15.00	+ 4.00